


Land Values


SUMMARY OF INSTRUCTIONAL ACTIVITIES




Nuclear Reactions - page 1

-  ▶ Students consider and express personal opinions about military land values.
- ▶ Students formulate questions about the history of the Nike Missile Site in the Marin Headlands (similar to one once installed at Milagra Ridge).

Cold War Landscape - page 6

-  ▶ Students visit the Nike Missile Site in the Marin Headlands
- ▶ Students formulate questions about their visit.

Land Values - page 8

-  ▶ Students identify the values and priorities of the United States Army and the National Park Service.
- ▶ Students compare these values and priorities to their Top Ten List of Environmental Rights.
- ▶ Students formulate questions.

● Nuclear Reactions

SUMMARY

Students consider and express personal opinions about military land values. They generate questions after reading fact sheet.

TIME

Part 1: 30 minutes

Part 2: 30 minutes

MATERIALS

- Land Use Statements
- Nike Missile Site Fact Sheet
- Land Values Worksheet #1

○ Lesson

Part 1

Teacher designates one side of the classroom as AGREE and the opposite side as DISAGREE. Students will need to choose whether they agree or disagree with a statement that is read aloud. The teacher emphasizes that there are no right or wrong answers, just a matter of personal belief.

Students stand in the center of the classroom. Students read statements aloud. They decide their choice by moving to the respective sides of the room. Teacher facilitates discussion after each statement. Teacher asks at least one student on each side to explain her/his decision.

The following are suggested questions:

- Why do you agree/disagree?
- What thoughts helped you come to your decision?
- What are the pros and cons of your decision?
- What might make you change your decision?

Part 2

Students receive and read the Nike Missile Site Fact Sheet. They generate at least one question about military land use, and share their questions with the class.

Students then discuss how their questions might relate to other types of land uses (agriculture, urban growth, open space, recreation opportunities, wildlife habitat, transportation needs, etc.).

Students answer first question in Land Values Worksheet #1.



Land Use Statements

Directions: Read each of the following statements.
Decide if you agree or disagree.

- The presence of nuclear warheads makes me feel safe.
- The United States has no enemies.
- The United States should continue to develop nuclear warheads for defense.
- The United States should work towards abolishment of all nuclear weapons.
- The United States should continue to test nuclear warheads in the future.
- Using land for universities is more productive than military purposes.
- We should continue to invest money in military technology.
- Military installations should be located away from cities.
- A strong national defense is more important than the protection of endangered species.
- I think resolution can be achieved without military intervention.
- The military conducts useful research for civil purposes.

Nike Missile Site Fact Sheet



What are the Nike Missile Sites?

- High security nuclear missile storage and launching facilities
- Designed to protect urban areas from potential enemy attack
- Each Missile Site holds from 12-24 surface-to-air guided missiles Hercules Missiles.

When were these sites active?

- Constructed during the beginning of the Cold War
- Activated between 1959 and 1965
- Deactivated in 1974 when the SALT I treaty deactivated all Nike Missile Sites except for two for historic preservation, one in the United States and one in the former Soviet Union.

Where were they located?

- 300 Nike Missile Sites built throughout the country,
12 Nike Missile Sites served the Bay Area

Who operated these systems?

- Nike soldiers were selected through extensive tests.
- Every soldier was specialized in training so that no one person could singularly know how to launch the missile.
- Every soldier was expected to do 24 to 72 hour shifts in practice for the challenges of being at war.
- The soldiers had to remain secretive about their job so that the outside population did not know about the operations.

How do the Hercules Missiles work?

- High explosive or nuclear warhead which explodes upon impact
- Through radar detection, the warhead intercepts and destroys enemy targets
- Can target anything within a 100 mile radius
- If dropped on land, a Hercules Missile has 2 1/2 times the nuclear power of the bomb dropped on Hiroshima.

How did the United States government explain building Nike Missile Sites?

- Defense against a perceived threat from Soviet attack
- A part of the necessary preparation within the nuclear arms race
- "Our business at the time was to be ready and we were ready."
-Ron Parshall, U.S. Army veteran.

Cold War Landscape

SUMMARY

Students visit the Nike Missile Site in the Marin Headlands. They formulate questions about their visit.

TIME

2 hours

MATERIALS

- Land Values Worksheet #1

Program

Students divide into three groups. Each group begins at a specific station. Students rotate through the stations:

- Conflict and Technology
- Cold War Landscape
- Crucial Minutes

The groups reconvene to share their experiences and reactions from each station. Students complete Land Values Worksheet #1: Students write about what it might have been like to serve as a soldier at the Nike Missile Site, and formulate questions.

Land Values Worksheet #1



1. Write at least one question you have about military land use.

2. Write at least one question you have about the Nike Missile Site.

3. How would you describe the experience of soldiers at the Nike Missile Site?

Land Values

SUMMARY

Students identify the values and priorities of the United States Army and the National Park Service. Students compare to their Top Ten List of Environmental Rights. Students formulate questions.

TIME

Part 1: 30 minutes

Part 2: 20 minutes

MATERIALS

- Land Use Statements
- Top Ten List of Environmental Rights
- National Park Service mission
- Land Values Worksheet #2

Lesson

Part 1

Students review the Land Use Statements. They work in groups to list the statements that support the values and priorities of the United States Army.

Students review the National Park Service mission and list the Land Use Statements that support the values and priorities of the National Park Service.

Students then generate at least two more statements about land use that support the values of the United States Army and two more statements for the National Park Service. They add their statements to their lists.

Students compare both lists. They determine the similarities and differences between the values of the United States Army and the National Park Service. Groups share their statements and their comparison of the values with the class.

Part 2

Students review their Top Ten List of Environmental Rights and the Land Use Statements. They work individually to identify the Land Use Statements that support their Top Ten List.

Students select two Land Use Statements. They write their original response (agree or disagree) to the statement. They determine their current response for both statements.

Students write a paragraph for each statement that explains her/his before and after responses.

Land Values Worksheet #2



1. Record two statements that support land uses values of the United States military.

2. Record two statements that support land use values of the National Park Service.

3. Identify two statements that support your list of Top Ten Environmental Rights.

Write your original response to the statement: Agree or Disagree.

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